

illinois CHILD CARE

developing community programs



Illinois Department of Human Services
USDA Rural Development – Illinois
Child Care Resource Service – University of Illinois
Illinois Network of Child Care Resource and Referral Agencies

an IDHS - INCCRRA **Quality Counts** project

Acknowledgments

This publication outlines the steps necessary for developing community child care programs, and includes a variety of agency and organizational contacts who can provide technical and other assistance throughout this process.

Illinois Child Care: Developing Community Programs is part of the Illinois Child Care series. It was funded by the Illinois Department of Human Services and produced under the guidance of USDA Rural Development-Illinois and Child Care Resource Service at the University of Illinois by Anna Barnes Communications. Additional assistance was provided by the members of the Illinois Child Care Task Force:

Central Illinois Economic Development Corporation
Illinois Chamber of Commerce
Illinois Department of Children and Family Services
Illinois Department of Commerce and Community Affairs
Illinois Network of Child Care Resource and Referral Agencies
Illinois Office of the State Treasurer
Illinois Easter Seals Society
Inclusive Environments Inc.
Nutrition For Children, Inc.
Rural Partners
University of Illinois Extension

Special thanks to Lesia Oesterreich and Iowa State University Extension for permission to use *Child Care: An Action Manual for Communities* (PM-1739) as a template for a portion of this publication.

Other publications in the *Illinois Child Care* series include:

Illinois Child Care: A Guide for Family Home Providers
Illinois Child Care: Developing Center-Based Programs
Illinois Child Care: Options for Employers

To obtain printed copies of these publications, call your local Child Care Resource and Referral Agency. See page 27 to locate the agency nearest you.

Electronic copies are available online at:
<http://www.commerce.state.il.us/>

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Child Care: A Community Challenge

Janis lives in a small community, but works in a nearby urban area. When her children were young, they commuted with her and attended a center-based child care program near her work site. However, now the oldest will be entering first grade and will need child care closer to home and school. Janis has found that school-age child care is virtually nonexistent in her community.

• • •

Sarah and Rick are expecting their first child. Although it will be a financial pinch, Sarah wants to stay home with their baby at least part-time. However, she has not been able to find part-time care for her infant.

• • •

Sharon has a child with Down's Syndrome. She has had tremendous difficulty finding a child care provider who is willing to meet the special needs of her child.

• • •

Ted is the owner of a local business. Several of his employees have experienced recurring problems with child care. They have had to take time off unexpectedly on several occasions when their child arrangements fell through. They also seem frequently preoccupied with worries about their children when they need to be attending to their work concerns.

• • •

Cleevers is a small community that is trying hard to attract industry for economic growth. Recently, several corporations have indicated an interest in the community and have questioned whether Cleevers has sufficient child care to meet the needs of employees.

• • •

Mary and Karen have been family home child care providers for three years. They love their work but feel isolated and frustrated by the lack of training in their area. They would like to meet with other providers to discuss starting a family home child care association or support group, but they don't know where to start.

• • •

Carla is the director of a center-based child care program. She is struggling with the decision to stop offering infant care in her small community. There is a tremendous need for infant care, however it is extremely costly to provide. Carla is simply not able to charge parents enough to be able to pay her staff and break even on expenses.

• • •

Fran and Peg are neighbors with children in fifth through eighth grade. Their children protest that they are no longer "babies" and that they don't want to be in child care. Fran and Peg feel that their children are ready for some self care, but are worried about the lack of adult supervision to monitor sibling fights, homework time, and other activities. Their children feel restricted because they are not allowed to have friends over without an adult in the house. Fran and Peg wish that there was some type of adult-supervised activity for older children in their community.

• • •

Rhonda has two children in child care and is feeling uneasy about the quality of care they are receiving. Her children don't seem happy. Rhonda instinctively knows that things are not quite right, but doesn't know specifically what she should be looking for as she tries to find quality child care for her children.

• • •

Lance and Cindy have recently moved to town with their three young children. They have not been able to find a child care program that has openings for all three of their children. Their infant is in a center-based program, their preschooler is in family home program, and their school-aged child is in an after-school program housed in the church across from the elementary school. Getting everyone to the right place at the right time is often stressful and chaotic. Plus, Lance and Cindy worry about the effects of having their children separated.

Will Your Community Meet the Challenge?

By 2005, there will be 858,000 children under the age of 4 in Illinois. Many will be the siblings of some 2.3 million children ages 5 to 17, according to United States Census projections. These numbers far exceed the amount of child care presently available in Illinois communities.

As early as May of 1997 the General Accounting Office reported that demand for infant care in Chicago would exceed supply by over 80 percent when individuals receiving federal assistance were moved into the workforce. The report saw the availability of quality care, nonstandard-hour care, the price of care, and transportation as serious issues that needed to be addressed. This, in a city of millions with one of the best mass transit systems in the world.

Illinois' rural communities also are facing child care shortfalls. Here, it isn't a matter of whether infant or evening care is nearby; it's a matter of whether such services exist, according to coordinators for the United States Department of Agriculture Rural Development program. Many counties lack networked family home child care programs and center-based child care programs. Complicating matters is the fact that rural residents typically earn far less than their urban counterparts. As rural job growth continues to be in the service sector, the number of rural residents below the poverty line is increasing. Because of this, it is becoming more difficult for rural parents to afford high quality child care. The resulting lack of child care facilities may prevent some communities from attracting the economic development that would result in better paying jobs and increased revenue.

Creating and expanding quality child care isn't about hiring a few more "baby sitters." It's about providing emotional, physical, social, and intellectual stimulation for children when their brains are developing most actively. Child care is a serious business venture, but one that is well within the abilities of Illinois communities. As this manual illustrates, there are numerous human and fiscal resources available to help your community meet the child care challenge.

Before You Begin - Important Background Information

- Licensed, license-exempt, infant care, school-age care, sick-child care, holiday and summer care—what does it all mean? A list of child care terms is included on page 23 for your reference.
- "An Overview of Community Child Care Program Options" on page 24 can help you familiarize yourself with the many ways communities can improve or expand child care.
- What can Illinois communities do about child care? A lot. A partial listing of successful community child care projects is included on page 26.

Creating and Expanding Quality Child Care in Your Community

Have you ever wondered why some communities seem to be able to put a workable child care system in place while others seem to have little to offer? Is it magic or luck? What does it take to create quality child care in a community? It takes knowledge, skill, money, and, yes, a little luck to get child care working well within a community. But most of all, it takes a team of dedicated individuals committed to making things happen.

This resource guide will help you understand how to strengthen child care in your community by showing you how to:

- build a community child care team
- gather useful data
- evaluate the child care options available to your community (see page 24 for overview)
- develop short and long term goals
- market your child care vision
- implement an action plan
- begin developing community child care

10 Great Reasons to Build a Community Child Care Team

1. to conduct a child care community needs assessment
2. to inform and educate public policy makers about child care issues
3. to enlist employer support for child care assistance
4. to support a child care association or child care provider network
5. to build a center-based community child program or family home child care network
6. to create a much needed program for school-age or younger children
7. to support the child care needs of families of children with disabilities
8. to establish a community child care scholarship fund for families with low incomes
9. to direct city and county appropriations toward child care activities and projects
10. to alter school or public transportation policies to allow parents greater access to quality programs of their choice

Building a Community Team

It is difficult for any parent or group acting alone to organize a community child care program or address community child care issues. When people work together toward a common goal, they can accomplish a great deal.

Three ingredients are needed to make things happen:

- skill in knowing how to pull people together to plan for action
- knowledge about child care and your community
- commitment to a shared vision and persistence towards achieving it

Most community teams start out with one or two people identifying a concern and having the desire to do something about it. However, desire is not enough. It takes real skill, leadership, and perseverance to pull together a larger group of committed individuals who are willing to work hard to make things happen.

Pulling a Team Together: Two Different Approaches

Open team approach

Sometimes all it takes to bring a group together to address an important child care issue is to make a general announcement and arrange a meeting time. Those that attend, and find themselves ready to make a commitment, will continue to meet. Those who are unable or unwilling to help will not continue to work with the group.

One advantage to the open group approach is that you are very clearly stating that anyone is welcome to help at any level. It is quite possible that you will find as allies, people you may have believed weren't interested in child care issues. Another advantage is that you will generally get a much broader view of all the issues surrounding a problem. Everyone brings a different perspective and this helps to build a richer description of the challenges you face.

The disadvantage to this approach is that you may recruit too many or too few individuals of widely varied skills and levels of interest. Focusing a group like this and identifying common goals can be an unwieldy process. If you use this approach, you will probably need to identify who might be missing from your group and do some targeted recruiting.

Invitational team approach

If you already have a fairly clear idea of what your goals should be and need to move rather swiftly, it may be more advantageous to identify individuals with the specific skills and knowledge that you need and invite them to join your team. A group size of 10 to 15 people generally is most successful.

The advantage of this approach is that it can create a more balanced and focused team. Because potential members are often personally invited to join your effort, they may feel more of a commitment to become vital players on your team.

This approach takes careful thought and more groundwork initially. You will need to have sufficient time to carefully identify desired skills and talents and research the backgrounds of potential team members.

Ideally, every person that you consider should have both an interest in child care, and bring needed skills to the group.

- ***Personal interests*** might include being the parent or grandparent of a child in child care. Spouses of child care professionals often have a personal interest, as well.
- You'll find ***professional interest*** among individuals who work for agencies or organizations that address children, families, and community concerns.
- ***Community interests*** may include a desire to enhance the community, to enhance the quality of local working environments, or set the stage for economic development. You'll want to encourage participation from local employers, union representatives, and economic development professionals.

A list of potential team members follows. If you would like more information on approaching local businesses about public-private child care partnerships, see the companion manual, *“Illinois Child Care: Options for Employers.”* See page i to obtain a copy.

WANTED

Community team members who are energetic, enthusiastic, with expertise or experience in any of the following:

- Child care providers, teachers, and directors; members of the local child care association
- Area Child Care Resource and Referral Agency specialists (page 26)
- Parents and grandparents
- Area employers and union leaders or representatives
- Representatives of area churches, especially those with existing child care programs
- Police and probation officers, especially those familiar with children left home alone
- Finance, fund-raising, and marketing professionals, especially those with nonprofit experience
- Representatives from local media
- Attorneys and insurance specialists
- Representatives from local YWCAs, YMCAs, parks and recreation departments, Boys and Girls Clubs, Boy Scouts, Girl Scouts, and 4-H
- Teachers, principals, and school social workers. Representatives from area colleges and universities, education agencies and associations (especially those concerned with early childhood education), members of the local school board, Head Start, Parent-Teacher Associations (PTA/PTO), and child abuse prevention groups
- Members of the local chamber of commerce, area business development specialists affiliated with the Department of Commerce and Community Affairs (see page 30), USDA Rural Development (see page 32), U of I Extension (see page 34)
- Members of the local chapter of the Service Corps of Retired Executives
- Local representatives from the Department of Human Services, Department of Children and Family Services, Department of Public Health, Head Start, Child and Adult Care Food Program; members of the county planning and zoning boards, town council; township officials; and state representatives or senators

The list of potential members can be significant. It often helps to develop some specific criteria to identify the individuals who can potentially contribute the most. The checklist on page 6 can help you think about the qualifications of potential community team members.

Community Team Qualification Checklist

	Yes	No
Will this individual provide a needed service, resource, or expertise?	_____	_____
Does this individual have a stake in the child care issue?	_____	_____
Does this individual offer different opinions and points of view?	_____	_____
Does this individual have access to financial resources?	_____	_____
Will this individual benefit from his/her involvement with our team?	_____	_____
Is this individual respected in our community?	_____	_____
Does this person work well with others?	_____	_____

Ultimately you want to have a good balance of these characteristics within your group.

When approaching individuals or organizations to invite them to join your child care team, be clear about your expectations in terms of:

- time commitment
- financial commitment
- staff commitment
- follow-up

Group Dynamics, Meeting Planning, and Facilitating

If you're new to working in groups or if it's been a while, see "Group Dynamics" (page 38) for trouble shooting tips and advice on keeping everyone motivated.

"Set the Stage for a Successful Meeting" (see page 40) has checklists and sample agendas for keeping your group on track.

Sometimes it is helpful for a group to use a professionally trained facilitator. A facilitator makes it easier for a group to discuss an issue and make decisions. As a neutral third party, a facilitator can overcome perceptions that one party's interests are dominating the process. A good facilitator is not an "expert" with all the answers, but rather someone who guides the group through difficult decision making and action planning by inviting and encouraging participation from everyone. Facilitators ask, suggest, clarify, and help to develop consensus. USDA Rural Development offices (see page 32), county Extension offices (see page 34), area education agencies, and community colleges may have staff and volunteers trained in group facilitation.

A Few More Tips for Successful Teams

- Plan for small victories.
- Make time for enjoyable activities. People join a group because of a belief or goal. People stay in a group because they enjoy the friendships and rewards they experience.

- Get to know one another. Allow time at the beginning of the meeting, or take breaks, so people can informally network.
- Pat yourselves on the back for both small and large accomplishments.
- Nurture new members. Personally share important information about your team's purpose and goals.
- Summarize and check to see if everyone who wants to speak has actually spoken, but don't let the discussion go on and on until everyone is tired.
- Honor time limits. Be on time and end on time.
- Come prepared. Read minutes and other distributed materials before the meeting and bring them to the meeting. Stay organized.
- Be there or don't join the group. Poor attendance will bog down progress.
- To maintain consistency, ask organizations to send the same person rather than constantly rotating.
- Establish procedures for sharing credit among group members.
- Look carefully at what already exists. Don't reinvent the wheel; just polish it up a bit.

Take Action

Now you have a great team of enthusiastic members who are committed to making a difference. But where do you start? Child care is a very complex issue. What steps should you take? What tasks should you tackle first?

Step 1: Assess the Overall Situation

The very first step should be to get an overall picture of what child care looks like in your community. This can be a very detailed picture or simply a brief snapshot. But, it must be complete enough to give your team a good understanding of the child care challenges your community faces. This assessment will provide the foundation for writing your goal statement. Your area Child Care Resource and Referral Agency (CCR&R) (see page 27) can assist you with an initial community assessment.

Step 2: Identify a Goal and Write a Clear Goal Statement

Work with team members to identify your first goal. Focus on something that is easily understood and accomplishable. Write a goal statement that clearly states what your team hopes to accomplish. It is important to put this in writing. Remember, great minds don't often think alike.

Putting goals down on paper will help everyone make sure that they are working toward the same thing. Depending upon the data you gather, you may find that you need to revise your goal statement.

A goal statement can help you through rough spots. When you are immersed in the nitty-gritty details of accomplishing your tasks, you may find that it is easy to get bogged down with obstacles and disappointments. Revisiting your goal statement can reaffirm your purpose and make sure that everyone is still working in the same direction.

Sample goal statements:

- To develop a high quality school-age child care program.
- To develop increased local funding for existing child care centers and family care homes.
- To network existing family home child care providers.
- To build a new community child care center.
- To work with local health care providers to create a sick-child care program.
- To improve the quantity and quality of training available to local child care providers.
- To support a scholarship fund for families with low incomes.

Step 3: Gather More Specific Information

A major part of problem solving is simply understanding the problem. It is hard to know where to go if you don't know where you have come from. Once you have identified a goal, it is time to gather more specific information. Collecting data and background information will help you to clarify your goals and assess whether you are on the right track. Time spent gathering information is time well spent and will help you more accurately map out the goals your community needs to make and the directions it must take.

Make sure you summarize what you learn. Include a statement of the problem, statistics that you collect, and views of individuals that you interviewed or polled.

Potential funders and community leaders will want to see the numbers that support your ideas for improving child care in your community. Gathering background information of this type will help you shape your goals and set a reasonable time line.

Collect Existing Data

Some of the data you need already exists. You may have already contacted your area CCR&R agency (see page 27). This agency will have the most up to date data on child care availability in your community. Its annual report for your community is an excellent place to start. You can also refer to the Illinois Department of Human Services' "Report on Child Care" (see "Additional Technical Assistance" page 43). Additionally, you may want to review Census figures (see page 43), Illinois Department of Public Health projections (see page 43), public school records, and data from agencies like the United Way.

Your objective at this point is to be able to address the following child care issues:

Availability

- What programs or services already exist in your community?
- Where are programs and services located?
- Is transportation a problem?
- Who do the programs serve? Note income levels, age of child, etc.
- When do programs operate? Note hours, months of year, etc.
- Is there overlap between existing programs?

Availability cont'd

- How many families need child care part-time? full-time?
- How many have infants? pre-schoolers? school-age? special needs?
- How many children are served by existing services?
- How many children are not served because of lack of services?
- Do operating programs have waiting lists or receive calls for services they do not provide?
- How many families choose to live outside of the community due to lack of child care resources?

Affordability

- How much do existing programs charge?
- What subsidies or scholarships are available?
- What is the actual cost of care? Care is often subsidized by churches, community funds, etc.
- What are the income levels of families needing child care?
- How many children are not served because of a lack of affordable services?
- How many centers and homes are there?
- How many school-age children are in latchkey or self care because of lack of affordable services?

Quality

- What about program quality? How many programs are licensed or accredited?
- What training programs are available for child care providers?
- What is the child care teacher or provider turnover rate?
- What is the educational level of local child care teachers and providers?
- What support groups or professional associations are available for child care professionals?
- How many programs participate in the USDA's Child and Adult Care Food Program (CACFP)?
- What book, equipment, or toy lending libraries are available?
- How often are training workshops available to child care providers?

Remember that different resources may collect and report data in different ways. It is easy to get confused by all the pieces of information. Keep careful records of the information you gather. Note dates, the type of measurement used, and any information you can get on the method of analysis. Don't be afraid to ask for help if you need clarification.

Gather Additional Data

After gathering existing data, the following methods can be used to gather current information from your community:

Key Information Survey. Identify key individuals in your community who are knowledgeable about the issues you are investigating. Design an interview questionnaire and make an appointment to talk personally with each key informant. Your survey might include: parents, child care professionals, community leaders, major employers, and public officials.

Focus Groups. Interview several small groups that have specific needs, interests, or concerns. Design a questionnaire that is specifically focused on a particular area of content (e.g., infant care.) Use open-ended questions that encourage discussion between focus team members to get a richer perspective of the issue. Audio taping responses will help you to transcribe and summarize information.

Opinion Polls. Opinion polls can be effective for influencing public policy and for creating public awareness. Limiting your poll to a few questions will help you to get greater response.

Parent or Community Surveys. Questionnaires can be used to target a specific population, e.g., a school or a church congregation. Surveys can be brief and specific or lengthy and comprehensive. The brief sample parent survey on page 45 can assess general community child care needs. A more detailed survey in the companion publication, *Illinois Child Care: Options for Employers*, can be used by employers to gauge employees' child care needs and whether to provide child care assistance as an employee benefit. To obtain a copy, see page i.

Careful data collection will often help you identify hidden barriers to quality child care such as:

- Center-based care programs that have empty classrooms due to staff shortages.
- Recreation opportunities that are closed during teacher workdays and school holidays, or summer camps that run from 8 a.m. to 3 p.m. instead of 6:30 a.m. to 6 p.m.
- Lack of nearby child care provider training.
- A major employer in the area starts with a 6 a.m. shift, however, area child care programs don't accept children until 6:30 a.m.
- Feelings of isolation among area family child care providers with no support network.
- Programs that children can't attend due to lack of transportation.
- Infant child care programs that some parents can't afford.

Often, third party obtained data can be more reliable. If you would like outside help in collecting your data, contact your area CCR&R agency (see page 27). The Illinois Rural Families Program at the University of Illinois also may be able to assist you. See "Additional Technical Assistance" on page 43 for contact information.

Step 4. Review and Revise Your Goal

Data can sometimes offer surprises. Review your summary report with your team and determine if the information you gathered continues to support your goal or if your goal needs revision. Work with group members to reach consensus. Remember that a revised goal may require that you add new members to your team who can provide additional resource support or information.

Example A:

The X-ville community action team believed there was a critical need for infant care in X-ville, however they believed the town's supply of preschool and school-age care was sufficient. The group perceived that the infant care shortage was due to lack of interest among providers, as infant care is more costly and labor intensive to provide.

In gathering their data, the community team was surprised to learn that there had actually been a small increase in the number of births in their area. However, the team members were unable to determine if the population boom would continue.

Because of this, their short-term goals were to increase the availability of infant care through recruiting and training of family home child care providers, and through developing an equipment and toy lending library. Their long-term goals included expanding existing preschool-age care and exploring the feasibility of developing a school-age child care program located at the local elementary school.

Example B:

The Y-ville community team discovered a crisis developing for their local nonprofit child care center. Formerly, the center had relied on a direct contract with the state to serve families with low incomes. However, changes in state and federal funding were allowing parents to purchase child care from any provider that would accept payment. The loss of income was causing a serious impact on the financial stability of the center, which was unable to pass along cost increases to its other clients.

The Y-ville community team set goals for restructuring the financial support for this nonprofit center by building enrollment, soliciting scholarships from local employers, establishing short- and long-term fund-raising projects and exploring the feasibility of building a new center that would have a similar mortgage payment but lower upkeep and maintenance costs.

Step 5: Develop a Plan of Work

Once your team is comfortable with your goal statement, it is time to develop a work plan. Try not to get overwhelmed. This is a big task, so break it into steps.

Developing strategies is hard work and will take some time. However, a good plan will save you hours of time and frustration later on. Set aside several meetings or one all day retreat to develop your plan of work. Think in terms of what, how, who, and when. Generally the process goes something like this:

- | | |
|--------------|--|
| What: | 1. Brainstorm strategies to accomplish your goal |
| | 2. Discuss and prioritize your ideas |
| How: | 3. Write down the specific tasks for each strategy |
| | 4. Explore possible community barriers you might encounter |
| | 5. Identify possible community strengths you can tap |
| Who: | 6. Identify who will take leadership for each task |
| When: | 7. Establish a time line |

The following table features guidelines for brainstorming and prioritizing:

Brainstorming and Prioritizing	
Brainstorming	
Brainstorming is a technique used to generate a lot of ideas in a short period of time. It works like this:	
<ol style="list-style-type: none">1. Choose someone to write every idea that emerges from group members. Newsprint works well for this, as pages can be taped around the room.2. Set a time limit or maximum number of ideas before you begin. For example, “We will try to think of every idea we can come up with for 20 minutes, “ or “We will try to come up with 20-30 ideas for dealing with this situation.”3. Each group member takes a turn suggesting an idea. Every idea is accepted—no idea is too silly or too ridiculous. Criticism is not allowed as it will stifle the process.4. Continue going around the room with group members taking turns until the time limit is up or no one can come up with any more ideas.	
Prioritizing	
After you have generated a lot of ideas, it is time to group and prioritize them. Avoid letting any one individual dominate the decision-making. Keep this job manageable and fair by using the following procedures:	
<ol style="list-style-type: none">1. See if any ideas are similar enough that they can be grouped together as one idea.2. Place all the ideas before team members and give them 5 votes each. Tell each person to choose the 5 ideas that he/she considers to be best and to place a mark or colored dot sticker next to those five ideas.3. When everyone is finished, you should be able to clearly identify which ideas are a priority for your group. These are the ideas you will need to discuss further, and develop for your plan of work.	

The samples in the following pages divide goals into their strategic components. These are further divided into plans of work. It’s best to have a work plan for each strategy you use to reach your goal. Remember, these are only examples, your goals and strategies will vary with your community’s needs.

Goal: To improve infant care in (name of community).

What	How	Who	When
Strategy 1.		person responsible	time line
Start a support group for infant child care providers	1. Review material on how to establish a support group	_____	_____
	2. Ask two well-respected providers to convene the group	_____	_____
	3. Locate a suitable meeting place	_____	_____
	4. Find some kind of incentive to come (e.g., donated restaurant coupons, free basketball game tickets)	_____	_____
	5. Invite providers	_____	_____
	6. Make arrangements for refreshments	_____	_____
	7. Set up room and welcome providers	_____	_____



What	How	Who	When
Strategy 2.		person responsible	time line
Create an infant toy and equipment lending library	1. Survey providers to see what equipment is needed	_____	_____
	2. Visit with retailers about possible discounts	_____	_____
	3. Identify location with adequate storage	_____	_____
	4. Determine how library will be staffed and hours of operation	_____	_____
	5. Develop budget for equipment and storage shelves	_____	_____
	6. Develop a checkout system and policies	_____	_____
	7. Develop a marketing plan (newsletters, media flyers, etc.)	_____	_____
	8. Develop plan for ensuring items are not under safety recall	_____	_____

Next, outline steps for remaining strategies: “Establish a training program specifically for infant care providers,” and “Create an infant care scholarship fund for the local community child care center.”

A strategy for creating additional after-school care might look like the following one on page 15:

Goal: To create an after school program in (name of community).

What	How	Who	When
Strategy 1.		person responsible	time line
Explore after school programming possibilities with local school officials and local youth programming specialists	1. Obtain and review material on after school program options	_____	_____
	2. Locate a suitable meeting place	_____	_____
	3. Invite representative parents; area youth programming coordinators from 4-H, Boy/Girl Scouts, Boys and; Girls Club; school legal counsel and administrators	_____	_____
	4. Make arrangements for refreshments	_____	_____
	5. Set up room	_____	_____

Outline steps for remaining strategies...

Jump Over Barriers with Community Strengths	
Barrier	Strength
An attempt to establish a child care scholarship program may conflict with a major fund-raising plan. In many communities, the timing for fundraising is critical. You do not want to be competing for similar dollars at the same time.	Some communities have major fund-raising events that split the proceeds between several recipients. Rather than competing, several groups work together. By sharing the work, they find they make their efforts go farther, and collect more money than they could individually.
Barrier	Strength
Transportation and hours of operation are often hidden barriers. A community can create a great school-age summer program. However, if it isn't located near parents or open at convenient hours, it won't get used.	Adding hours before and after an existing 8 a.m. to 3 p.m. summer camp program schedule can allow more children to attend, offsetting additional staff costs. Holding camps in multiple locations within a community, some at employer worksites, makes them more convenient for parents to use.

Step 6: Review the Lessons of Others Before Implementing Your Plan

Reviewing the experiences of others can help you to avoid unforeseen obstacles. Being able to objectively view case studies outside your community can provide insight for your community's own child care situation. The "Tips for Success" included in *Fact Sheets of Public-Private Partnerships for Child Care* produced by the Child Care Bureau of the U.S. Department of Health and Human Services Administration for Children and Families contain several lessons learned by groups working on community child care projects. To obtain a copy, see "Additional Technical Assistance" on page 43. It also may be helpful to have individuals who have been through this process to review your group's progress and work plan. Your area CCR&R agency (see page 27) may be able to recommend contacts.

Step 7: Investigate Nonprofit Incorporation and Tax-Exempt Status

Child care groups often are organized as nonprofit corporations to increase funding opportunities and minimize liability. Among the steps to incorporating as a nonprofit are establishing a board of directors and by-laws. More detailed information about nonprofit status and child care centers is in *Illinois Child Care: Developing Center Based-Programs*. To obtain a copy, see page i. Organizations with educational programming components can apply for tax-exempt status. However, this status does require an annual independent audit. Consult with an attorney and a tax specialist to see whether these options will benefit your community team or project. For sources of free or reduced cost legal assistance, see page 43.

Step 8: Investigate Funding Sources

Asking for money is not an easy thing to do. Nevertheless, most programs and projects need funding and your team will need to spend some time securing funds and support. Keep the following guidelines in mind:

1. Appoint a treasurer to maintain your bank account and keep accurate records.
2. Plan short-term and long-term funding goals.
3. Break down your project or program into different areas to be funded. It is easier to get funders to contribute if they have a menu of funding options to choose from.
4. If a potential funder cannot give money, ask for "in-kind" contributions in the form of space, clerical help, transportation, copying, etc.
5. If you are planning a fund-raising event, make sure that you are maximizing your volunteer hours. Putting in several hours for minimal funds is detrimental to group morale and hastens volunteer burnout. Calculate the merit of an event in terms of return per hour as follows:

$$\frac{\text{Total Income Earned} - \text{Expenses Invested}}{\text{Total Labor Hours Expended}} = \text{Return per hour}$$

Before embarking on a project ask the following questions:

- Has this idea been used successfully before?
- How much time can we realistically invest without compromising other key tasks?
- What kind of return can we realistically expect?

(continued)

6. See “Additional Technical Assistance” on page 43 for fund-raising resources.
7. Remember to acknowledge and thank donors and funders. Make sure their generosity is noted by the media, in brochures, and in announcements at important meetings.

Sources of Additional Funding

Funds also can be sought through individual donations, fund-raising activities, religious organizations, foundations, corporations, and government agencies. Because of the variable nature of these sources, do not include them in your regular budgeting. Additionally, many of these funding opportunities are only available to nonprofit programs.

Individual donations can be large or small and usually succeed because of person-to-person contact. This technique works best if you can present a specific need and dollar amount to support that need, such as \$20 for an art easel or \$3,000 for a new piece of playground equipment.

Community or religious organizations can be an important source of funds, as well as space or in-kind contributions. Sponsorships of individual child care programs are quite common. Money can be collected for scholarships, or for ongoing operations. A church donating one-fourth of its loose change in the collection plate each Sunday could generate thousands of dollars for a child care program that it sponsors.

Foundations generally are not willing to provide regular ongoing operational funds but may be willing to contribute to start-up costs or to a specific project. In general, contacting small local community or family foundations will be the most successful. *The Foundation Directory* located in the reference section of many public libraries is a good source for locating foundations. Contact a representative first to briefly discuss your idea or program goals. Ask if it is possible to submit a brief proposal. Proposal writing guidelines are included in the “Resource Directory” on page 46. Additionally, many area colleges offer workshops specifically on grant writing. Your area Small Business Development Center (SBDC) (see page 30) also may be able to assist you in creating a proposal.

Businesses contribute to worthwhile community causes. Larger corporations may even have a staff person assigned to review requests. They also may have formal procedures and guidelines for you to follow in applying for funds. Smaller corporations are often less formal, but it is a good idea to approach them with a written proposal, as well. Think win-win. Be prepared to show the corporation how they could gain from giving to your cause, through publicity, tax deductions, or shared services. See page 46 for proposal writing guidelines.

Government grant availability changes on a regular basis. Agency goals that are low priorities one year may suddenly become the highest priority the following year. Check with your township government and local government agency representatives to find out when funding decisions are made, and ask how you can give input to the process.

Government direct and low-interest loans, and loan guarantee programs also can be a source of funds. USDA/Rural Development (see page 32) provides direct and guaranteed low-interest loans to construct, improve, or expand space, and buy equipment and furniture for child care projects in rural areas (pop. <50,000). Both nonprofit organizations and for-profit organizations are eligible to apply. Low-interest funds for child care projects, especially those serving families with low incomes, also may be available through the Targeted Initiative Program of the Illinois Office of the Treasurer. (See “Additional Technical Assistance” on page 44 for contact information.) Transportation assistance funding from the U.S. Department of Transportation may

be available if your project involves families who formerly received public assistance (see “Additional Technical Assistance,” page 44). Your area SBDC (see page 30) also may be able to provide you with information about low-interest loans.

Innovative sources of funding

You may also want to consider some less traditional funding sources for your child care project:

Local option sales taxes are an option in communities that can add to their sales tax and redirect the extra funds to special projects. Before placing a local option tax before voters, the city council must designate and approve how the money will be spent. This is done specifically so that voters will clearly understand how the increased tax will be used. Small communities with an established child care program that is valued highly by the community might benefit from this option. Alliances with council members will need to be nurtured. Research on projected income from such a tax will need to be conducted. Strong marketing efforts will be needed to generate broad-based community support.

Employer tax credits are used as an incentive for companies to provide child care benefits in some communities. To be successful, credits must provide adequate financial incentive and should be applicable to operating costs, as well as construction and start-up costs. It is important to note that this option provides no benefit to nonprofit employers already exempt from paying income taxes.

Linkage ordinances are one way to ensure that future development includes child care. Commercial or residential developers are mandated to support on-or near-site child care facilities, provide land, or pay a fee into a community child care fund.

Zoning bonuses are used as an incentive to encourage developers to voluntarily offer child care. For example, for every square foot of child care space provided, developers could receive a bonus of 3 to 15 square feet of floor area for development that would not generally be permitted by zoning ordinances.

Linked deposits may generate a source of child care funds in some areas. Municipal and state governments, and schools invest funds with banks that agree to provide loan programs for child care.

Community development corporations are nonprofit community-based programs that strive to revitalize local communities through economic and social programs such as job creation, real estate development, and support of loan and start-up funds.

Pension funds, especially those of local companies, unions, or trades councils; are sometimes invested in socially desirable programs. These may provide a useful source of financing for child care facilities.

Step 9: Put Your Plan Into Action

Using the steps in your strategies, put your plan into action. If you run into a snag, use brainstorming to discover ways to use your community’s strengths to solve problems. Remember that a seemingly unrelated community issue could share a solution with a local child care issue. For example, community elders with limited mobility may not be able to use the area library. At the same time, area child care providers may not have vehicles large enough to transport outdoor toys from a provider lending library. A bookmobile could serve as a shared solution for both.

Step 10: Promote Your Work

Your plans and projects will go further faster if you have community support behind you. Remember to share your accomplishments with policymakers and the public. Look for creative ways to relay information about each success. Having municipal or state officials, authors, or celebrities attend your event is one way to increase your chances of media coverage.

1. Issue a press release to local news media.

A press release is a brief summary of what you are doing written in news style. See the press release writing guidelines on page 49 and the sample press release on page 50 for reference.

- Submit your release 3 to 7 days before print date for daily papers. Allow more time if you are promoting an event, working with a weekly paper, or radio or television station.
- Call the news organization to find out which reporter or editor you should target with your release. Be sure to spell the individual's name correctly.

2. Write a public service announcement (PSA) for radio or television.

- Contact the station to learn about length limitations and deadlines.
- Generally limit announcement to 15 to 30 seconds.
- As with a press release, make sure you cover what, when, where, why, and who, placing the most important information first. And, be sure to double space. Typically PSAs are typed in all capitals in a non-serif font, such as Arial or Helvetica.

3. Serve as a guest on a local radio or TV talk show.

Both public and commercial broadcasters have programs that discuss community issues. Find out who is responsible for topics and scheduling, and offer to serve as a guest.

4. List your activities with local calendars of events.

Many stations run community calendars. Most require that you send announcements 2 to 3 weeks in advance.

5. Write an editorial.

6. Announce a public forum to present and discuss your findings.

7. Submit articles to community newsletters.

Step 11: Evaluate Your Work

Evaluation is not high on many people's list of favorite things to do, but it may be one of the most valuable things that you do. Most new programs and projects take several years before they are working well. It takes that long to work out all the kinks. Regular, ongoing evaluation can help you clarify what is working and what is not.

Keep track of the numbers

Expenditures, attendance, staff turnover, waiting lists, hours of service or operation, number of participants served, etc.

Survey and interview staff and participants

Keep surveys brief and allow room for open comments and suggestions about concerns or ideas for improvement. Also, be sure to ask for comments on what you are doing right. Such comments can be immensely helpful in the fund-raising or grant writing process.

Analyze and summarize data

Numbers are just numbers and comments are just comments—until you put them in a format that helps paint a picture of the important work your group is doing. On a regular basis, write a brief report in easy to understand language that can be shared with group members and others. A two-to three-page report is sufficient in most cases. Share data-supported “success stories” with local media, public policymakers, and/or funders.



Conclusion

Creating and expanding child care in your community is far from impossible. To be successful, a community must:

- Build a team of motivated stakeholders who will seek community input and develop creative solutions to the community's child care issues.
- Form realistic short- and long-term goals using thoroughly researched data on existing and potential physical, fiscal, and human child care resources.
- Outline detailed work plans that rely on community strengths to overcome potential barriers.
- Seek any necessary input from child care and community development specialists, as well as tax and legal counselors in putting these plans into action.



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Child Care Terms

child care center/center-based program - serves children outside of a residential setting. Usually must meet minimum standards of and set by the Illinois Department of Children and Family Services (IDCFS) (see page 51), and pass inspections by the Department of Public Health and the Office of the State Fire Marshall. In certain situations, programs can be exempt from licensing.

cooperative child care - under this arrangement, parents contribute their time to help reduce overhead; usually applies to nonprofit center-based programs.

emergency/drop-in child care - provides care for children when regular child care arrangements fall through, when parent is needed for weekend or holiday work, or during unplanned school cancellations.

evening care - typically occurs after 6 p.m., but not overnight.

family day care home/family child care - providers serve a limited number of children in a residential home setting. Must be licensed or license-exempt under Illinois Department of Children and Family Services (IDCFS) (page 51) regulations. Licensed providers must meet minimum IDCFS standards.

family home child care network - a group of family child care providers working together to fill the needs of one or more employers or a community child care program.

for-profit - these child care organizations distribute financial gain or revenue back to their owner(s).

full-, part-time care - care for the same child for more than 35 hours a week is considered full-time.

infant care - refers to care for children 6 weeks to 14 months of age.

licensed child care provider - has met state

licensing standards set by the Illinois Department of Children and Family Services (IDCFS). To obtain IDCFS licensing standards, contact the licensing office nearest you (see page 30) or see <http://www.state.il.us/dcf> on the Internet.

license-exempt provider - in a family child care home setting may care for a very limited number of children without being required to obtain a license from the Illinois Department of Children and Family Services (IDCFS). Some center-based programs also are exempt. For details, contact the IDCFS (see page 51).

nonprofit - refers to child care programs governed by a board of directors. These operations cannot legally distribute financial gain to their owner(s). Instead, profits must be used to further the mission of the organization, e.g. YWCA child care programs.

non-standard hour care - refers to care for children of parents who work outside a 9 a.m. to 5 p.m. work schedule.

preschool care - includes children ages 3 to 5.

school-age care - is provided outside of regular school hours for school children up to age 12.

sick or mildly ill child care - includes children who are mildly ill or recovering from health problems. In Illinois these children must currently be supervised by a nurse or physician in a hospital setting. Note: children who become ill at their regular care site may remain until parents pick them up.

special needs care - provides care for children with clinically determined physical, behavioral, or mental disabilities. Inclusion integrates children with disabilities into typical child care settings.

toddler care - care for children 15 months to 2 years old, can include those up to 30 months.

An Overview of Community Child Care Programs

Programs to improve or expand child care in your community can take many forms. However, most tend to concentrate on these three objectives:

Increase parents' access to child care

- Encourage parents to use area Child Care Resource and Referral (CCR&R) agencies (see page 27) which track openings at both licensed and license-exempt providers.
- Create transportation or subsidize existing transportation to enable parents to use area child care providers and school-age programs. See “Additional Technical Assistance” on page 44 for information about potential funding for transportation projects.
- Create child care scholarships. Sources of funding may include donations from individuals, businesses, churches, and civic organizations, as well as grants from government and private foundations.
- Educate employers about, and encourage them to adopt “family-friendly” policies, such as flexible scheduling, compressed work weeks, job sharing, part-time shifts, parental leave, and allowing sick- and personal leave to be used for family illnesses. Also, encourage the development of dependent care spending accounts and flexible benefit plans, as well as child care vouchers and reimbursements. For more information about these policies, see the companion publication, *Illinois Child Care: Options for Employers*. To obtain a copy, see page i.

Increase the supply of local child care

- Encourage employers to create child care for their employees. This care can take the form of an on- or off-site child care center or a network of family home child care providers. Employer programs may also include school-age child care. They may use dedicated facilities or facilities shared by multiple employers. For more information, see the companion publication, *Illinois Child Care: Options for Employers*. To obtain a copy, see page i.
- Expand or create a community child care center. This program can be independent, church-affiliated, part of a franchise, a parent-owned cooperative, or a public-private partnership with local businesses. For more information, see the companion publication, *Illinois Child Care: Developing Center-Based Programs*. To obtain a copy, see page i.
- Create a community family home child care network, as an independent financial entity or through a public-private partnership with local businesses. For more information about starting family home child care programs see the companion publication, *Illinois Child Care: A Guide for Family Home Providers*. For information about starting a family home child care network, see *Illinois Child Care: Options for Employers*. To obtain copies of either, see page i.
- Expand or create school-age child care programs to supervise children before or after school, on school holidays, and/or during school vacations. These programs may be part of a child care center or operated in schools, or housed in churches or community buildings. They may be operated by for-profit entities or nonprofit organizations. Information on school-age programs also can be found in *Illinois Child Care: Options for Employers* and in *Illinois Child Care: Developing Center-Based Programs*. To obtain copies, see page i.

- Create a sick-child care center at an area hospital or clinic. These medically supervised facilities care for mildly ill children who are unable to attend regular child care programs. Detailed information about sick-child care, is included in *Illinois Child Care: Options for Employers* and in *Illinois Child Care: Developing Center-Based Programs*. To obtain copies, see page i.

Increase the quality of local child care

- Create a child care provider support group.
- Provide incentives for child care providers to attend training, e.g. transportation assistance.
- Create free Internet access at local libraries for child care providers to obtain resources.
- Create lending libraries of toys and equipment for local child care providers.
- Provide a community grant to support the specific needs of local child care providers.
- Sponsor programs that educate parents about how to choose quality child care, such as those offered by area CCR&R agencies (see page 27).

Examples of Successful Illinois Community Child Care Projects

Successful child care projects can take a variety of forms and sizes. Some are stand-alone centers; others are extensions of existing community resources, such as YWCAs and churches. The following is a sampling of Illinois communities which provide child care.

Boys and Girls Club of Danville

Danville, Illinois

This grant-based program provides health and life skills programming for children ages 5 to 18. Children can participate in a variety of activities including arts and crafts, sports, Boy Scouts, and Girl Scouts, in addition to learning in the on-site computer lab.

Methodist Child Care Center

Champaign, Illinois

Provides care for 160 community children ranging in age from 6 months to 5 years old. The center is a ministry project of the First United Methodist Church, and as such, is not required to pay for its space. However, the program makes voluntary financial pledges to the church for the use of its facilities.

Just Kids Child Care Inc.

Milan, Illinois

Provides infant through school-age care to 260 children at three sites, including on-site at an employer and at a local church. Receives additional funding from the United Way and a state grant.

Our World Child Care and Adult Day Services

O'Fallon, Illinois

This not for profit corporation provides intergenerational care for 110 seniors and 126 children. It offers infant care through school-age programs.

Pap-R Products Learning Center

Martinsville, Illinois

Provides care for approximately 10 children ages 2 to 5 of company employees and community families on the Pap-R Products worksite.

The City of Shelbyville's Youth Enrichment Alliance

Shelbyville, Illinois

Initially funded with a Kellogg Foundation Grant, this project now serves children ages 3 to 18 at three sites. The original before- and after-school care program currently serves 34 school-age children at Moulton Middle School. A junior high tutoring program, also at the middle school, serves 14 children. The Alliance recently added a full day child care development program for children ages 3 to 5 at Shelbyville High School. And, a high school tutoring programming component is hosted by a local church.

YWCA of Lake County

Waukegan, Illinois

Like many YWCAs and YMCAs in Illinois, YWCA of Lake County provides school-age child care. It offers inclusive care for children through age 12, as well as care for older children with special needs.

Illinois Child Care Resource & Referral Agencies

The Child Care Resource and Referral agencies that make up the Illinois Network of Child Resource and Referral Agencies work in partnership with parents, business leaders, government officials, and child care providers to make high quality child care available to Illinois families. CCR&Rs can make child care referrals, provide an array of services to child care professionals, and assist communities and employers with establishing and improving child care.

Service Delivery Area – 1

YWCA Child Care Solutions

4990 E. State St.
Rockford, IL 61108

Referral: (815) 484-9442

(888) 225-7072

Subsidy: (800) 872-9780

Admin.: (815) 484-9442

Counties Served: Boone, JoDaviess,
Stephenson, Winnebago

Service Delivery Area – 2

Community Coordinated Child Care

155 N. Third, Suite 300
DeKalb, IL 60015

Referral: (800) 848-8727

Subsidy: (815) 758-8149

Admin.: (815) 758-8149

Counties Served: Carroll, DeKalb, Lee,
Ogle, Whiteside

Service Delivery Area – 3-East

YWCA Child Care Resource & Referral

2133 Belvidere
Waukegan, IL 60085

Referral: (800) 244-5376

Subsidy: (847) 662-6129

Admin.: (847) 662-4247

Counties Served: Lake

Service Delivery Area – 3-West

YMCA of McHenry County

P.O. Box 1139
Crystal Lake, IL 60039

Referral: (815) 459-4459

(847) 516-0037

Subsidy: (815) 459-4459

Admin.: (815) 459-4459

Counties Served: McHenry

Service Delivery Area – 4

YWCA Child Care Resource & Referral

739 Roosevelt Road, Building 8,
Suite 210
Glen Ellyn, IL 60137

Referral: (630) 790- 8137

Subsidy: (630) 790-8009

Admin.: (630) 790-6600

Counties Served: DuPage, Kane



Service Delivery Area – 5

Child Care Resource & Referral

2317 W. Jefferson St., Suite 201
Joliet, IL 60435

Referral: (800) 552-5526

Subsidy: (815) 741-4622
(800) 641-4622

Admin.: (815) 741-1163

Counties Served: Grundy, Kankakee, Kendall, Will

Service Delivery Area – 6

*Cook County Resource & Referral is a joint venture of
Day Care Action Council and Child Care Initiatives of
Hull House Assoc.*

Day Care Action Council

4735 N. Broadway, Suite 1200
Chicago, IL 60640

Referral: (773) 769-8000

Subsidy: (773) 564-8800

Admin.: (773) 561-7900

Counties Served: Cook

Child Care Initiatives of Hull House Association

1880 W. Fullerton, Building A, 2nd Floor
Chicago, IL 60614-1924

Admin.: (773) 687-4000

Counties Served: Cook

Service Delivery Area – 7

Community Child Care Resource & Referral Network

(a unit of East Central TRAIN)
2804 Eastern Ave.
Davenport, IA 52803

Referral: (800) 369-3778

Subsidy: (319) 327-7844

Toll Free: (800) 923-7844

Admin.: (319) 324-1302

Counties Served: Henderson, Henry, Knox,
McDonough, Mercer, Rock Island, Warren

Service Delivery Area – 8

Child Care Connection

Illinois Central College
One College Drive
East Peoria, IL 61635-0001

Referral: (309) 679-0400

Subsidy: (309) 679-0945
(800) 301-3304

Admin.: (309) 681-5322

Counties Served: Bureau, Fulton, LaSalle, Marshall,
Peoria, Putnam, Stark, Tazwell, Woodford

Service Delivery Area – 9

Child Care Resource & Referral Network

207 W. Jefferson St., Suite 301
Bloomington, IL 61701

Referral: (309) 828-1892

Subsidy: (309) 828-1892
(800) 437-8256

Admin.: (309) 828-1892

Counties Served: DeWitt, Ford, Livingston, McLean

Service Delivery Area – 10

Child Care Resource Service

905 S. Goodwin Ave., 166 Bevier Hall
Urbana, IL 61801

Referral: (217) 333-3252
(800) 325-5516

Subsidy: (217) 244-6188
(800) 379-7406

Admin.: (217) 244-7356

Counties Served: Champaign, Douglas, Iroquois,
Macon, Piatt, Vermilion

Service Delivery Area – 11

Child Care Resource & Referral

Eastern Illinois University
Klehm Hall, Room 107
600 Lincoln Avenue
Charleston, IL 61920

Referral: (800) 545-7439

Subsidy: (800) 643-1026

Admin.: (217) 581-2124

Counties Served: Coles, Clark, Cumberland, Edgar,
Moultrie, Shelby

(continued)

Service Delivery Area – 12**West Central Child Care Connection**

WCU Building, Room 610
510 Maine
Quincy, IL 62301

Referral: (217) 222-2550
(800) 782-7318
Subsidy: (217) 222-2592
Admin.: (217) 222-2550

Counties Served: Adams, Brown, Calhoun, Cass,
Greene, Hancock, Jersey, Pike, Schuyler

Service Delivery Area – 13**Community Child Care Connection, Inc.**

1004 N. Milton Ave.
Springfield, IL 62702-4430

Referral: (217) 525-2805 (in Springfield)
(800) 676-2805 (outside Springfield)
Subsidy: (217) 525-2805 (in Springfield)
(800) 676-2805 (outside Springfield)
Admin.: (217) 525-2805

Counties Served: Christian, Logan, Macoupin, Mason,
Menard, Montgomery, Morgan, Sangamon, Scott

Service Delivery Area – 14**CHASI Child Care Resource & Referral Program**

2133 Johnson Road, Suite 100 A
Granite City, IL 62040

Referral: (800) 467-9200
Subsidy: (800) 847-6770
Admin.: (618) 452-8900

Counties Served: Bond, Clinton, Madison, Monroe,
Randolph, St. Clair, Washington

Service Delivery Area – 15**Project CHILD: Child Care Resource & Referral**

1100B South 42nd
PO Box 827
Mt. Vernon, IL 62864

Referral: (800) 362-7257
Subsidy: (800) 362-7257
Providers: (618) 244-2210
Admin.: (618) 244-2210

Counties Served: Clay, Crawford, Edwards,
Effingham, Fayette, Jasper, Jefferson, Lawrence,
Marion, Richland, Wabash, Wayne

Service Delivery Area – 16**Child Care Resource & Referral**

John A. Logan College
700 Logan College Road
Carterville, IL 62918

Referral: (800) 232-0908
Subsidy: (800) 548-5563
Admin.: (618) 985-2828

Counties Served: Alexander, Franklin, Gallatin,
Hamilton, Hardin, Jackson, Johnson, Massac, Perry,
Pulaski, Pope, Saline, Union, White, Williamson

Illinois Small Business Development Center Directory

The Illinois Department of Commerce and Community Affairs Small Business Development Center Network provides management, marketing, and financial counseling. Centers can assist community child care groups with developing business and marketing plans, improving business skills, financial analysis, as well as other business management needs. Contact the center nearest you or call (800) 292-2923 for more information.



(1) **Asian American Alliance**
222 West Cermak, Suite 302
Chicago, IL 60616-1986
(312) 326-2200

(2) **Back of the Yards SBDC**
1751 West 47th Street
Chicago, IL 60609-3889
(773) 523-4419

(3) **Chicago State University/
Greater Southside**
9501 South King Drive,
BHS 601
Chicago, IL 60628-1598
(773) 955-3938

(4) **18th St. Dev. Corp. SBDC**
1839 South Carpenter
Chicago, IL 60608-3347
(312) 733-2287

(5) **Evanston Bus. & Tech. Ctr.
SBDC**
1840 Oak Avenue
Evanston, IL 60201-3670
(847) 866-1817

(6) **Greater N. Pulaski Dev.
Corp. SBDC**
4054 West North Avenue
Chicago, IL 60639-5223
(773) 384-2262

(7) **(Wm. Rainey) Harper College
Business & Professional Dev.**
1200 W. Algonquin Rd.-BUS/SS
Palatine, IL 60067-7398
(847) 925-6000, ext. 2969

(8) **Jane Addams Hull House
Assoc. SBDC**
Parkway Community House
500 East 67th Street
Chicago, IL 60637-4097
(773) 955-8027

(9) **Latin American Chamber of
Commerce SBDC**
3512 West Fullerton Avenue
Chicago, IL 60647-2418
(773) 252-5211

(10) **Moraine Valley Community
College SBDC**
10900 South 88th Avenue
Palos Hills, IL 60465-0937
(708) 974-5468

(11) **North Business and
Industrial Council SBDC**
5353 West Armstrong Avenue
Chicago, IL 60646-6509
(773) 594-0891

(12) **Triton College SBDC**
2000 Fifth Avenue
River Grove, IL 60171-1995
(708) 456-0300, ext. 3246

(13) **Women's Business Dev.
Center SBDC**
8 South Michigan, Suite 400
Chicago, IL 60603-3302
(312) 853-3477, ext. 14

(continued)

- (14) **Governors State University SBDC**
College of Business,
Room C3370
University Park, IL 60466-0975
(708) 534-4928
- (15) **Kankakee Community College SBDC**
Box 888, River Road
Kankakee, IL 60901-7878
(815) 933-0376
- (16) **Joliet Junior College SBDC**
City Center Campus, Rm. 400
214 North Ottawa Street
Joliet, IL 60432-4077
(815) 280-1400
- (17) **College of DuPage SBDC**
425 22nd Street
Glen Ellyn, IL 60137-6599
(630) 942-2771
- (18) **College of Lake County SBDC**
19351 W. Washington St.
Grayslake, IL 60030-1198
(847) 543-2033
- (19) **McHenry County College SBDC**
8900 U.S. Highway 14
Crystal Lake, IL 60012-2761
(815) 455-6098
- (20) **Elgin Community College SBDC**
1700 Spartan Drive
Elgin, IL 60123-7193
(847) 214-7488
- (21) **Waubensee Community College SBDC**
Aurora Campus
5 East Galena Blvd.
Aurora, IL 60506-4178
(630) 801-7900, ext. 4143
- (22) **Kishwaukee College SBDC**
21193 Malta Road
Malta, IL 60150-9699
(815) 825-2086, ext. 596
- (23) **Rock Valley College SBDC**
Technology Center
3301 N. Mulford Road,
Room 277
Rockford, IL 61114-5640
(815) 968-4087
- (24) **Sauk Valley Community College SBDC**
173 Illinois Route #2
Dixon, IL 61021-9188
(815) 288-5511, ext. 320
- (25) **Illinois Valley Community College SBDC**
815 N. Orlando Smith Ave.,
Building 11
Oglesby, IL 61348-9692
(815) 223-1740
- (26) **Black Hawk College SBDC**
4703 16th Street, Suite G
Moline, IL 61265-7066
(309) 797-7138
- (27) **Maple City Bus. & Tech. Ctr. SBDC**
620 South Main Street
Monmouth, IL 61462-2688
(309) 734-4664
- (28) **Bradley University SBDC**
141 North Jobst Hall
1501 West Bradley Avenue
Peoria, IL 61625-0001
(309) 677-2992
- (29) **WIU SBDC**
214 Seal Hall
Macomb, IL 61455-1390
(309) 298-2211
- (30) **Lincoln Land Community College SBDC**
100 North Ninth Street
Springfield, IL 62703-2527
(217) 789-1017
- (31) **U of I Extension**
2525 E. Federal Drive
Building 11, Suite 1105
Decatur, IL 62526-2184
(217) 875-8284
- (32) **Danville Area Community College SBDC**
28 West North Street
Danville, IL 61832-5729
(217) 442-7232
- (33) **IL Eastern Community College SBDC**
401 East Main Street
Olney, IL 62450-2119
(618) 395-3011
- (34) **Kaskaskia College SBDC (mail)**
27210 College Road
Centralia, IL 62801-7878
(location)
Harry Crisp Technology Ctr.
2005 East McCord St.
Centralia, IL 62801-6727
(618) 395-3011
- (35) **SIU - Edwardsville SBDC**
200 University Pk. Dr., Ste. 1102
Edwardsville, IL 62026-1107
(618) 650-2929
- (36) **SIU - East St. Louis SBDC**
411 Broadway, Room 1010
East St. Louis, IL 62201
(618) 482-8330
- (37) **Rend Lake College SBDC**
468 N. Ken Gray Parkway
Ina, IL 62846-9801
(618) 437-5321, ext. 335
- (38) **SIU - Carbondale SBDC**
Dunn-Richmond Econ. Dev. Ctr.
150 East Pleasant Hill Road
Carbondale, IL 62901-4300
(618) 536-2424
- (39) **Southeastern Illinois College SBDC**
303 South Commercial
Harrisburg, IL 62946-2125
(618) 252-5001
- (40) **Shawnee Community College SBDC**
8364 Shawnee College Rd.
Ullin, IL 62992-2206
(618) 634-9618

USDA/Rural Development - Illinois Offices

United States Department of Agriculture/Rural Development offices provide technical assistance and financing for child care facilities in rural communities. Cities, counties, nonprofit, and for-profit organizations are eligible to apply.

<http://www.rurdev.usda.gov/il/index.html>

RDM – Rural Development Manager
RDS – Rural Development Specialist

State Office

USDA/Rural Development

1817 S. Neil St., Suite 103
Champaign, IL 61820

Phone: (217) 398-5412 (ext. 247)
Fax: (217) 398-5322
TDD: (217) 398-5396

Gerald Townsend
Winnie Gard
Charles Specht

Area 1 Office

USDA/Rural Development

1802 N. Division St., Suite 218
Morris, IL 60450

Phone: (815) 942-9390
Fax: (815) 942-9394

Herman Wisslead, RDM (ext. 105)

Area 1 Sub-Area Office

USDA/Rural Development

312 E. Backbone Road, Suite B
Princeton, IL 61356

Phone: (815) 875-8732 (ext. 204)
Fax: (815) 872-1175

Duane L. Smith, RDS (ext. 125)

Area 1 Sub-Area Office

USDA/Rural Development

USDA Building
233 S. Soangetaha Road
Galesburg, IL 61401

Phone: (309) 342-5138
Fax: (309) 342-2259

Donald A. Burns, RDS (ext. 120)

Area 2 Office

USDA/Rural Development

Illini Plaza, Suite 202
1817 South Neil St.
Champaign, IL 61820

Phone: (217) 398-5412
Fax: (217) 398-5572

John Clark, RDM (ext. 177)
Duane Massie, RDS (ext. 176)

(continued)



Area 2 Sub-Area Office

USDA/Rural Development

1904 West Lafayette, Suite 3
Jacksonville, IL 62650

Phone: (217) 243-1535

Fax: (217) 245-4875

Robert Maschhoff, RDS (ext. 126)

Tracy Ashbaugh, RDS (ext. 125)

Area 2 Sub-Area Office

USDA/Rural Development

USDA Building
2301 Hoffman Drive
Effingham, IL 62401

Phone: (217) 347-7107

Fax: (217) 342-9855

Vicky Middleton, RDS (ext. 120)

Area 3 Office

USDA/Rural Development

230 W. Poplar
Harrisburg, IL 62946

Phone: (618) 252-8371

Fax: (618) 252-8024

Marvin Teckenbrock, RDM (ext. 105)

Glen Hall, RDS (ext. 107)

James Wanstreet, RDS (ext. 108)

Area 3 Sub-Area Office

USDA/Rural Development

256 S. Mill St.
Nashville, IL 62263

Phone: (618) 327-8822

Fax: (618) 327-8774

Michael Wallace, RDS (ext. 104)

Marsha Gajewski, RDS (ext. 106)

Bernadette Bronke, RDS (ext. 105)

Area 3 Sub-Area Office

USDA/Rural Development

USDA Building
1520 E. Main St.
Salem, IL 62881

Phone: (618) 548-2230

Fax: (618) 548-0298

Thomas Beyers, RDS (ext. 4)

University of Illinois County Extension Offices

University of Illinois Extension offers a variety of resources on child care and child development, as well as sponsors youth programming in the form of 4-H. Extension staff also may assist with data, research, and community group facilitation.

Adams County

330 S. 36th St.
Quincy 62301
(217) 223-8380
(217) 223-9368 fax

Alexander County

124 N. Oak St.
Mounds 62964
(618) 745-6310
(618) 745-6806 fax

Bond County

P.O. Box 187
Lake and Harris Ave.
Greenville 62246
(618) 664-3665
(618) 664-9277 fax

Boone County

930 W. Locust St.
Belvidere 61008-4299
(815) 544-3710
(815) 544-4606 fax

Brown County

P.O. Box 209
Mt. Sterling 62353
(217) 773-3013
(217) 773-2614 fax

Bureau County

850 Thompson St.
Princeton 61356
(815) 875-2878
(815) 875-2870 fax

Calhoun County

818 S. Park St.
Hardin 62047
(618) 576-2293
(618) 576-8013 fax

Carroll County

807D S. Clay St.
Mt. Carroll 61053
(815) 244-9444
(815) 244-3836 fax

Cass County

651 S. Job
Virginia 62691
(217) 452-3211
(217) 452-7260 fax

Champaign County

801 N. Country Fair Dr.,
Suite D
Champaign 61821
(217) 333-7672
(217) 333-7683 fax

Christian County

1120 N. Webster St.
Taylorville 62568
(217) 287-7246
(217) 287-7248 fax

Clark County

15493 N. State Hwy #1
Marshall 62441
(217) 826-5422
(217) 826-8631 fax

Clay County

235 Chestnut St.
Louisville 62858
(618) 665-3328
(618) 665-4985 fax

Clinton County

1163 N. Fourth St.
Breese 62230
(618) 526-4551
(618) 526-4597 fax

Coles County

Northwest Business Ctr
707 Windsor Rd., Suite A
Charleston 61920
(217) 345-7034
(217) 348-7940 fax

Cook/Chicago North

2840 N. Lincoln Ave.
Chicago 60657
(773) 755-2223
(773) 755-7776 fax

Cook/Chicago South

5106 S. Western Ave.
Chicago 60609-5498
(773) 737-1178
(773) 776-2148 fax

Cook/North Suburban

Third District Court Bldg.
2121 W. Euclid Ave.,
Room 251
Rolling Meadows 60008
(847) 818-2901
(847) 818-2904 fax

Cook/South Suburban

5527 Miller Circle Dr.,
Suite A
Matteson 60443
(708) 720-7500
(708) 720-7509 fax

Crawford County

301 S. Cross St.,
Room 290
Commercium Bldg.,
Robinson 62454
(618) 546-1549
(618) 544-3222 fax

Cumberland County

Illinois Rt. 121 East
P.O. Box 218
Toledo 62468
(217) 849-3931
(217) 849-2411 fax

DeKalb County

1350 W. Prairie Dr.
Sycamore 60178-3166
(815) 758-8194
(815) 758-8199 fax

DeWitt County

Illinois Rt. 51 North
P.O. Box 347
Clinton 61727
(217) 935-5764
(217) 935-8932 fax

Douglas County

122 S. Walnut St.
Arthur 61911
(217) 543-3755
(217) 543-3757 fax

DuPage County

310 S. County Farm Rd.,
Suite B
Wheaton 60187
(630) 653-4114
(630) 653-4159 fax

Edgar County

210 W. Washington St.
Paris 61944
(217) 465-8585
(217) 463-1192 fax

Edwards County

350 N. Seventh St.
Albion 62806
(618) 445-2934
(618) 445-3746 fax

Effingham County

1209 Wenthe Dr.
Effingham 62401
(217) 347-7773
(217) 347-5150 fax

Fayette County

118 N. Sixth St.
Vandalia 62471
(618) 283-2753
(618) 283-4932 fax

(continued)

Ford County
912 W. Seminary Ave.
Onarga 60955-0163
(815) 268-4051
(815) 268-4058 fax

Franklin County
1212 Rt. 14W.
Benton 62812
(618) 439-3178
(618) 439-2953 fax

Fulton County
15411 N. IL 100 Highway,
Suite C
Lewistown 61542
(309) 547-3711
(309) 547-3713 fax

Gallatin County
450 N. Lincoln Blvd. E.
Shawneetown 62984
(618) 269-3049
(618) 269-3107 fax

Greene County
Illinois Rt. 267 North
R.R. 3, Box 129C
Carrollton 62016
(217) 942-6996
(217) 942-3827 fax

**Great Lakes Naval
Training Center**
Family Services Center
2601A Paul Jones St.
Great Lakes 60088
(847) 688-3603

Grundy County
1802 N. Division St.,
Suite 604
Morris 60450
(815) 942-0177
(815) 942-9519 fax

Hamilton County
100 S. Jackson
McLeansboro 62859
(618) 643-3416
(618) 643-3206 fax

Hancock County
550 N. Madison St.
Carthage 62321
(217) 357-2150
(217) 357-3598 fax

Hardin County
Walnut St., Apt. 13
Elizabethtown 62931
(618) 287-8673
(618) 287-8673 fax

Henderson County
410 E. Main
Stronghurst 61480
(309) 924-1163
(309) 924-1164 fax

Henry County
Blackhawk East College,
Bldg 4
26234 N. 100 Ave.
Galva 61434
(309) 853-1533
(309) 853-1634 fax

Iroquois County
912 W. Seminary Ave.
Onarga 60955-0163
(815) 268-4051
(815) 268-4058 fax

Jackson County
402 Ava Rd.
Murphysboro 62966
(618) 687-1727
(618) 687-1612 fax

Jasper County
1401 Clayton Ave.
Newton 62448
(618) 783-2521
(618) 783-2232

Jefferson County
4620 Broadway
Mt. Vernon 62864
(618) 242-0780
(618) 242-0781 fax

Jersey County
1005 E. Shipman Rd.
Jerseyville 62052
(618) 498-2913
(618) 498-5913 fax

JoDaviess County
204 Vine St.
Elizabeth 61028
(815) 858-2273
(815) 858-2274 fax

Johnson County
208 E. Main St.
Vienna 62995
(618) 658-5321
(618) 658-2028 fax

Kane County
535 S. Randall Rd.
St. Charles 60174-1591
(630) 584-6166
(630) 584-4610 fax

Kankakee County
1650 Commerce Dr.
Bourbonnais 60914
(815) 933-8337
(815) 933-8532 fax

Kendall County
7775B Illinois Rt. 47
Yorkville 60560-9619
(630) 553-5824
(630) 553-5871 fax

Knox County
180 S. Soangetaha Rd.,
Suite 108
Galesburg 61401
(309) 342-5108
(309) 342-1768 fax

Lake County
100 S. U.S. Highway 45
Grayslake 60030
(847) 223-8627
(847) 223-9288 fax

LaSalle County
1689 N 31st Rd, Ste. 2
Ottawa 61350
(815) 433-0707
(815) 433-5454 fax

Lawrence County
1406 Locust St.
Lawrenceville 62439
(618) 943-5018
(618) 943-4968 fax

Lee County
280 W. Wasson Rd.
Amboy 61310
(815) 857-3525
(815) 857-3527 fax

Livingston County
1412 S. Locust St.
Pontiac 61764
(815) 842-1776
(815) 842-6547 fax

Logan County
980 N. Postville Dr.
Lincoln 62656
(217) 732-8289
(217) 735-5837 fax

Macon County
2535 Millikin Parkway
Decatur 62526
(217) 877-6042
(217) 877-4564 fax

Macoupin County
210 N. Broad St.
Carlinville 62626
(217) 854-9604
(217) 854-7804 fax

Madison County
900 Hillsboro Ave.
Edwardsville 62025
(618) 692-7700
(618) 692-7705 fax

Marion County
1404 E. Main St.
Illinois Rt. 50 East
Salem 62881
(618) 548-1446
(618) 548-9891 fax

Marshall County
300 Edward St.
Henry 61537
(309) 364-2356
(309) 364-2804 fax

Mason County
133 S. High St., Box 170
Havana 62644
(309) 543-3308
(309) 543-6239 fax

Massac County
1438 W. 10th St.
Metropolis 62960
(618) 524-2270
(618) 524-3948 fax

McDonough County
3022 W. Jackson St.
Macomb 61455
(309) 837-3939
(309) 833-3019 fax

McHenry County
789 McHenry Ave.
Woodstock 60098
(815) 338-4747
(815) 338-4755 fax

McLean County
402 N. Hershey Rd.
Bloomington 61704
(309) 663-8306
(309) 663-8270 fax

Menard County
420 S. Seventh St.
Petersburg 62675
(217) 632-7491
(217) 632-2425 fax

Mercer County
702 S.E. Third St.
Aledo 61231
(309) 582-5106
(309) 582-7338 fax

Monroe County
901 Illinois Ave.
Waterloo 62298
(618) 939-3434
(618) 939-7708 fax

Montgomery County
#1 Industrial Park Dr.
Hillsboro 62049
(217) 532-3941
(217) 532-3944 fax

Morgan County
104 N. Westgate Ave.
Jacksonville 62650
(217) 243-7424
(217) 243-1544 fax

Moultrie County
122 S. Walnut St.
Arthur 61911
(217) 543-3755
(217) 543-3757 fax

Ogle County
421 W. Pines Rd., Suite 10
Oregon 61061
(815) 732-2191
(815) 732-4007 fax

Peoria County
1716 N. University St.,
Suite 1
Peoria 61604-3901
(309) 686-6033
(309) 686-8735 fax

Perry County
3764 State Rt. 13/127
Room 110
Pinckneyville 62274
(618) 357-2126
(618) 357-3934 fax

Piatt County
210 S. Market St.
Monticello 61856
(217) 762-2191
(217) 762-2703 fax

Pike County
1301 E. Washington St.
Pittsfield 62363
(217) 285-5543
(217) 285-5735 fax

Pope County
Clara and Lewis St., Apt. 1
Golconda 62938
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124 N. Oak St.
Mounds 62964
(618) 745-6310
(618) 745-6806 fax

Putnam County
300 Edward St.
Henry 61537
(309) 364-2356
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Randolph County
313 W. Belmont St.
Sparta 62286
(618) 443-4364
(618) 443-1922 fax

Richland County
306 S. Fair St., Box 130
Olney 62450
(618) 395-2191
(618) 392-4906 fax

Rock Island County
4550 Kennedy Dr., Ste. 3
East Moline, IL 61244
(309) 796-0512
(309) 796-0673 fax

Saline County
34 Veterans Drive, Ste D
Harrisburg 62946
(618) 252-8391
(618) 253-3006 fax

Sangamon County
Illinois State Fairgrounds,
Bdg. 30
Springfield 62791
(217) 782-4617
(217) 524-6662 fax

Schuyler County
710 Maple Ave.
Rushville 62681
(217) 322-3381
(217) 322-3382 fax

Scott County
401 N. Walnut St.
Winchester 62694
(217) 742-9572
(217) 742-3852 fax

Shelby County
1125 W. N. Second St.
Shelbyville 62565
(217) 774-9546
(217) 774-9549 fax

St. Clair County
1 S. Third St.
Belleville 62222-0405
(618) 236-8600
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Stark County
Blackhawk East College,
Building 4
26234 N. 100 Ave.
Galva 61434
(309) 853-1533
(309) 853-1634 fax

Stephenson County
Highland Community
College, Bldg R
2998 W. Pearl City Rd.
Freeport 61032
(815) 235-4125
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Tazewell County
1505 Valle Vista
Pekin 61554
(309) 347-6614
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Union County
201 Springfield Ave.,
Suite D
Anna 62906
(618) 833-6363
(618) 833-6304 fax

Vermilion County
25 E. Liberty Lane,
Suite A
Danville 61832
(217) 442-8615
(217) 442-8628 fax

Wabash County
15039 Four-H Ctr Lane
Mt. Carmel 62863
(618) 262-5725
(618) 263-3370 fax

Warren County
1000 N. Main St.
Monmouth 61462
(309) 734-5161
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Washington County
9623 Wall St.
Nashville 62263
(618) 327-8881
(618) 327-8882 fax

Wayne County
2B Frontier Dr.
Fairfield 62837
(618) 842-3702
(618) 842-4725 fax

White County
304 E. Robinson St.
Carmi 62821
(618) 382-2662
(618) 382-2276 fax

Whiteside County
100 E. Knox St.
Morrison 61270
(815) 772-4075
(815) 772-4077 fax

Will County
100 Manhattan Rd.
Joliet 60433
(815) 727-9296
(815) 727-5570 fax

Williamson County
1306 N. Atchison Ave.,
Suite A
Marion 62959
(618) 993-3304
(618) 997-1542 fax

Winnebago County
4311 W. State St.
Rockford 61102
(815) 987-7379
(815) 987-7881 fax

Woodford County
117 W. Center St.
Eureka 61530
(309) 467-3789
(309) 467-6034 fax

Group Dynamics

No two groups are exactly the same, but they are similar in some respects. They all tend to go through similar processes; they all have certain roles that need to be filled; and they all must cope with their members' differing styles of operating and communicating.

Groups tend to go through the same phases of development: forming, storming, norming, performing, transforming. The phases usually follow in order, but sometimes groups go back to an earlier phase.

Going through the phases is a normal part of being a group. Let's take a look at what goes on during each phase. If you understand what can happen, your group will know what to expect and can be more effective.

Group Phases

Forming

In this phase, the group is just a bunch of individuals. The mood is upbeat and uptight because meeting new people is both exciting and nerve-wracking. There may be anxiety and confusion as your group begins to organize. Members have to get acquainted and decide to cooperate. It's in this phase that group members define their roles, figure out how they'll make decisions, and set goals.

Storming

In this stage, anxiety increases and group morale may sink. There may be conflict. Your group may "bottom out." This anxiety is normal. Think of it as essential tension. It is energy your group can use. It's okay for group members to disagree. Voicing differences can benefit your group. You can manage storming by generating ideas to solve problems. Ideas are the key to group creativity. The more ideas you have the better your ideas become.

Norming

You begin to act as a group in this stage. Your group has an identity, clear expectations, and norms, as well as informal rules about group behavior. Norms tell you what you can and can't do in the group. Your group has cohesion. Members like each other and want to stay in the group. Your group can keep its options open by airing doubts and exploring alternatives.

Performing

At this point, your group gets down to business. Leaders delegate responsibilities and group members go to work. Your group's resources are fully mobilized to achieve a goal. Be sure to give credit to yourselves for jobs well done. It's important to celebrate even small accomplishments.

Transforming

Groups may go back to earlier phases. They may regroup to tackle a new task. A group may disband after accomplishing its task. Some members may leave the group: Others may join. For some groups, transforming is a time of sadness or loss. Members are disappointed that their that the group may be disbanded after its goal has been achieved. For other groups, it's a satisfying time, with members looking forward to new activities.

Group Roles

A common trait of effective groups, regardless of size, is that their members perform different jobs, or group member roles. These describe what people do and how they contribute to a group.

Dreamers are good at generating ideas for solving problems. Every group needs dreamers, but to be most effective, dreamers need group support.

Quality Controllers evaluate ideas. These people are constructive critics who maintain group standards, spot problems, and suggest more workable solutions.

Doers are goal setters and get things done. But doers may get frustrated with slow progress. They figure out how to turn ideas into reality.

Team Builders support group members and build group morale. These people help the group work together, and take time to get to know the other members. They keep spirits high, and work hard to consider everyone's feelings.

Group Leaders take charge, either as elected chairs, or informally as group members who set direction for the group. These people accept responsibility for the group's output.

Recorders document group ideas and decisions, and need help from the group to keep accurate records. Recorders should use the language of the group; they are not interpreters.

Facilitators help the group through the process of achieving its goals. These people help focus the group's energies, suggest new approaches, and help clarify member roles. Facilitators need to be flexible.

An effective community team has someone filling each of the group member roles. A person may be elected or appointed to a role, or may take on a role informally. One person may take on several roles at once. Roles also may rotate among members during the life of the group, or even during a single meeting.

Everyone needs a role

As your team evolves, it will be important to define more formal job descriptions or roles. For example, you may need to have someone in charge of fund raising, publicity, meeting arrangements, recording minutes, and recruiting new members. Team members will perform better and will feel more empowered if they have clear expectations and roles.

Rules for Roles

Everyone needs a role or some way to contribute to the group. Conversely, every role needs a person if the group is to be effective.

Share the load, spread tasks around. One person can't do everything.

No role needs too many people, but some need more people than others. A group can get by with one recorder, but will need several doers.

Trouble Shooting

Conflicting personalities and different ways of doing things can get in the way of group productivity. The following suggestions can help you maximize your group members various styles of operating and communicating.

- Keep everyone on track. You may want to politely divert tangential discussions back to the main topic by saying, “That might be important for later on, but right now we need to...”
- If necessary, go around the room seeking each person’s input. This can help you avoid situations in which individuals feel intimidated, as it draws out those who may be reluctant to state their opinions.
- You may want to sincerely compliment reluctant individuals the first time they participate to reinforce future participation.
- Ensure that each person’s opinion is respected. Try to give everyone equal time.
- Strive for consensus. Asking others to comment on the ideas of individuals in opposition to the majority opinion may move these individuals toward consensus.
- Avoid letting an individual’s personal matters or personality conflicts upset the flow of the group. Try drawing everyone’s attention to the objective at hand.
- Occasionally restating individual’s statements and summarizing group discussions can help to keep members from becoming confused or lost.

Set the Stage for Successful Meetings

Nothing will kill a community team faster than a poorly run meeting. Use this checklist to make sure your meetings begin and remain on the right track.

Before the Meeting

- _____ Plan who, what, when, where, and how
- _____ Prepare an agenda and send out it in advance, along with good directions to the meeting place
- _____ Allow time for feedback on agenda items prior to meeting date
- _____ Arrive early and make sure meeting room is comfortable, has sufficient seating (preferably around a table), necessary equipment, name tags, etc.

During the Meeting

- _____ Start on time
- _____ Allow time for brief introductions personal sharing and/or recognition
- _____ Review, revise, and order the agenda items with group input
- _____ Review action items carried over from the previous meetings
- _____ Follow the agenda and keep track of time

End of Meeting

- _____ Summarize the items that require action and confirm who is to do what
- _____ Review the times and places of any committee meetings that will be held before the next meeting of the group
- _____ Set the date and place of the next meeting and develop a preliminary agenda
- _____ Evaluate the meeting
- _____ Close the meeting on a positive note
- _____ Clean up and leave the room in good condition

After the Meeting

- _____ Prepare the minutes of the meeting and distribute them
- _____ Follow up on action items
- _____ Draft agenda for next meeting

Agendas are a Must

Every meeting should have a purpose or goal. Identify two or three goals for each meeting and then let team members know in advance what the key agenda items will be. At the end of each meeting, ask members for input on the goals or agenda items for your next meeting. A sample agenda is included below:

Sample Agenda	
Name of Community Child Care Task Force	
Date:	
Time:	
Place:	
Goals:	
1 - 1:15	Introductions Review Agenda (ask for additions or revisions) Reading and approval of minutes of previous meeting.
1:15 - 1:45	Discussion of key agenda items
1:45 - 2:45	Subcommittee Reports
2:45 - 3: 00	Summarize and debrief
Set date, time, and goals for next meeting. Adjourn for snacks or refreshments.	

Great Ideas for Group Meetings

Team Members Notebook: Productive teams can generate a small mountain of information and paper. Give each team member a notebook to keep agendas, minutes of meetings, calendar and time lines, rules or procedures, and any other important information.

Group Meeting Kit: Gather the following materials and place them in a box or bag that is easily stored and transported. When you need materials for brainstorming or action planning, they will be readily available.

- pens
- masking tape
- markers
- large newsprint pad
- colored dot stickers for voting after brainstorming/prioritizing
- a kitchen time clock
- legal pad for notes

Additional Technical Assistance

The agencies and organizations listed in the Resource Directory can provide you with a variety of assistance. Other people in your community who may be consulted in planning a community child care project include preschool teachers, and child care center staff or directors. Additionally, retired persons with child development backgrounds and members of the Service Corps of Retired Executives (see <http://www.score.org> on the Internet), vocational-technical schools with child care curriculums, community colleges, and local child care sponsoring agencies, such as a child care council or community action agency, may be able to assist you. The resources below can assist you with specific aspects of organizing community child care.

Child Population and Projection Data

For the most recent estimates of population for your county, contact the U.S. Census Bureau, (301) 457-2422, or see <http://www.census.gov/population/www/estimates/countypop.html> on the Internet for the Bureau's Annual Time Series of County Population Estimates by Age, Sex, Race and Hispanic Origin for Selected Age Groups.

For assistance with projecting child care needs in your community, contact the Illinois Department of Public Health's Illinois Center for Health Statistics (217) 785-1064.

Child Care Data and Data Collection Assistance

In addition to the data of your area Child Care Resource & Referral agency (page 27), consult:

Report on Child Care, Illinois Department of Human Services, Bureau of Child Care and Development, 401 S. Clinton; Chicago, IL 60607, (312) 793-3610.

For data collection assistance, contact the Illinois Rural Families Program at the University of Illinois at (217) 333-8704 or at <http://www.aces.uiuc.edu/~hcd/rural/welcome.html> on the Internet.

Community Child Care Resources

The "Tips for Success" included in Fact Sheets of *Public-Private Partnerships for Child Care* produced by the Child Care Bureau of the U.S. Department of Health and Human Services Administration for Children and Families contain several lessons learned by groups working on community child care projects. To obtain a copy call (800) 616-2242 or click the "Fact Sheets on Innovative Approaches" link at <http://nccic.org/ccpartnerships/resource.htm> on the Internet.

Fund-raising

Guide to Successful Fundraising, Child Care Information Exchange; PO. Box 2890, Redmond, WA 98073-2890, (800) 221-2864.

Raising Money and Having Fun (Sort Of): A "How To" Book for Small Non-Profit Groups by Charlene Horton. Published in Cleveland, Ohio by the May Dugan Center, 1991.

Legal Counseling

Free legal counseling services are available to child care providers through The Child Care Law Center by calling (415) 495-5498 from 10 a.m. and 1 p.m. CST, Monday through Friday.

Many college law programs operate student-staffed legal clinics that provide free consulting to organizations contemplating nonprofit incorporation and tax-exempt status.

Land of Lincoln Legal Assistance Services (877) 342-7891 provides lawyer referrals, including those for lawyers offering services pro bono or at reduced rates for community organizations.

Loans, Loan Guarantees, Grants

USDA Rural Development (page 32) provides funding for some projects.

The Illinois Office of the Treasurer's Targeted Initiative Program provides low-interest funds for projects serving families with low incomes. Call (312) 814-1700 for details.

Projects that serve families with low incomes who formerly received public assistance may be eligible for transportation assistance funding through the U.S. Department of Transportation. See "Use of TANF, WtW, and Job Access Funds for Transportation" at <http://www.fta.gov/wtw/> for details.

Your area Small Business Development Center (see page 30) and Child Care Resource and Referral agency (see page 27) also may be aware of funding opportunities.

Sample Parent Survey of Child Care Needs

We are trying to assess the need for additional child care in our community. Please help us by completing this brief survey. Please do not write your name on this survey so that your answers can remain confidential.

1. How many children do you have in your family?

- ☐ 1
☐ 2
☐ 3
☐ More than 3

2. Please indicate the ages of your child(ren). Check all that apply.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> 6-11 months | <input type="checkbox"/> 9-10 years |
| <input type="checkbox"/> 1-2 years | <input type="checkbox"/> 11-12 years |
| <input type="checkbox"/> 3-4 years | <input type="checkbox"/> 13-14 years |
| <input type="checkbox"/> 5-6 years | <input type="checkbox"/> 15 years & up |
| <input type="checkbox"/> 7-8 years | |

3. What child care arrangements, if any, have you made for your child(ren) right now? Check all that apply.

- ☐ none, not needed at this time (Skip to #9)
☐ care at center-based care program
☐ care at family home child care provider
☐ in the care of a relative or neighbor
☐ at a school-age care program
☐ at home alone occasionally
☐ at home alone on a regular basis
☐ other (please explain) _____

If you currently use child care, please continue.
If not, skip to #9.

4. Does your child have special needs?

yes _____ no _____ (Skip to #6)

5. Are these being accommodated?

yes _____ no _____

6. When would you most likely need child care care? Please indicate days, hours, a.m./p.m.

7. If applicable, how much are you paying for care per child now? Check all that apply

- ☐ less than \$60/week
☐ \$60-\$70/week
☐ \$71-\$80/week
☐ \$81-90/week
☐ \$91-\$100/week
☐ \$100-\$110/week
☐ \$111-\$120/week
☐ \$121-\$130/week
☐ more than \$130/week

8. If a new child care program was offered in our community, would you consider enrolling your child?

yes _____ no _____

9. Do you anticipate needing infant or toddler care in:

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 years | |

Comments

Grant Proposal Writing Guidelines

Grant funds may be available for center-based child care programs. These funds are typically available only to nonprofit programs. As a rule of thumb, the larger the funding amount, the greater the competition for it.

Some grant funds can be obtained by simply filling out a form. Most require proposals. Proposals are useful for seeking grants, loans, and other outside funding. Sometimes proposals are written in response to a specific Request for Proposal (RFP) that is supported by a governmental agency or foundation.

When should you reply to an RFP?

Proposal writing is time-consuming and will require a considerable amount of human resources. Respond to an RFP only after reading it carefully to determine if the goals of the funding program fit with the mission and goals of your group or organization. If this is not the case, wait for the next opportunity.

How do you write a proposal?

Proposal writing is typically best when done as a team. Your first proposal is generally the hardest. Later proposals can be adapted from the first draft. Your area CCR&R agency (page 27) may have examples of successful grant proposals. Your area SBDC (page 30) may know of funding opportunities and be able to assist you with this process. You may also be able to learn of opportunities through networking.

Try not to be intimidated by the proposal writing process. A good proposal is simply a statement of who you are, what you believe, what you want to do, and how you plan to do it.

Certain basic information will be needed in almost any proposal. Much of this information can be prepared ahead of time, and it is a good idea to do so. When foundations and government agencies send RFPs, they often allow very little turnaround time in which to pull a proposal together and submit it.

Focus first on getting ideas down on paper. Capture main ideas with simple sentences, and whenever possible, list information in bullets. Keep language basic and easy to read. Omit any jargon. Organize your proposal well. Remember that proposal reviewers may be confronted with a small mountain of proposals to read.

These are the sections that usually make up a proposal.

- Summary/Abstract
- Statement of Problem or Need
- History of Organization
- Goal Statement
- Work Plan
- Evaluation
- Budget
- Future Funding
- Appendix

Summary/Abstract - concisely describe who you are, what you want to do, and how much money you need.

Statement of Problem or Need - explain and document existing problems or needs. Local data, survey results, or focus group summaries can be used as supportive documentation.

History of Organization - provide background of your organization and expertise of staff that will help carry out your proposed project. Also include how long your organization has been in existence, how you are organized, previous experience managing grant or loan funds, and support from other organizations.

Goal Statement - state clearly what outcomes you hope to accomplish with the funds you are requesting. For example, “to increase the availability of weekend care for low-income families” or “to include children with disabilities in a full-day preschool program” or “to increase safety levels by repairing and installing appropriate playground equipment.”

Work Plan - describe in detail the major tasks involved in your proposed project. This section focuses on the who, what, when, where, and how of staffing, space, equipment needs, and other requirements. It may also include a time line for task completion.

Evaluation - describe the results you expect from your project and show how you will measure your effectiveness. Thinking about evaluation before a project starts is critical. Otherwise, as your project evolves, you may neglect to collect needed data that can document your success. After-the-fact data is difficult to gather, frequently biased, and of limited use.

Budget - provide detailed information on expected income and expenditures. A budget explanation or narrative that describes how money in each line item will be used is also usually required. For example, a line item for supplies of \$1,000 might include the following budget description: “purchases of expendable supplies, such as paper, paint, crayons, markers, toothbrushes, disposable cups, estimated at a unit cost of \$20 per child.” Many funders will request a three-year projection.

Future Funding - explain how you will seek or secure continued funding after proposal dollars have been spent. Funders want to know that the good work they are supporting will continue. This is especially true of funders that are willing to fund start-up costs but not operating costs.

Appendix - include supportive material, such as your organizational brochure; supporting data; analyses; letters of support from parents, community leaders, and organizations; and any other pertinent information allowed by the application guidelines. Some RFPs limit the number and type of attachments. Pulling these types of supporting materials together ahead of time will save you many hours of last-minute frenzy, and will allow you to spend more time fine-tuning and polishing the proposal. Last-minute “special touches” often are what makes the difference in whether a proposal gets funded.

Common Questions

Why weren't we funded?

The competition for funding dollars is tremendous. There are many organizations seeking limited dollars. Your proposal may be very good, but there may have been one that was just a bit better. If you were not funded the first time around, you may want to polish up your proposal a bit and resubmit it at a later date or to a different funding source. Ask yourself the following questions:

- Was the proposal well written and easy to understand?
- Did the proposal carefully follow the outline requested in the RFP?
- Did the proposal meet the RFP page limit requirements?
- Did the proposal clearly respond to information requested for each section?
- Was financial and budget information well prepared and within the limits of the proposed funding?
- Was the proposal submitted on time?

If possible, you may want to contact a potential funder to see if you can get feedback on an unfunded proposal.

How are proposals reviewed and scored?

To further understand why your organization may not have been funded, it also helps to have a good understanding of the review process. Generally, most RFPs from foundations or government agencies ask for the same basic information. However, they may ask for it in a specific order or may ask you to follow a specific application process. Most proposals generally are scored by sections. The scores for each section are totaled to create a base score. Reviewers also may have the discretion to give an overall quality score or bonus points for certain categories.

After each proposal is scored, it is then ranked with other proposals that have been through the same scoring process. The winning proposals are selected from the highest ranking scores.

Because donors want to be fair, the review process usually is rigidly controlled. Therefore, it is extremely important to present information in the format requested. If your proposal presents information in a format other than the one requested, reviewers will not know how to score it consistently with other grant proposals. Often the funding agency or foundation staff go through proposals before the review process to see if they meet format and length requirements. Those that don't follow specified guidelines generally are not sent through the review process.

Why are Requests for Proposals so complex?

RFPs may ask repeatedly for the same information in several different sections. Some of the information requested may not even seem relevant. Grant requirements may be so specific that they do not allow you any flexibility to shape your proposal to meet your real needs; or worse, the guidelines may be so broad that it is hard to tell what types of programs will be funded. Why?

Sometimes funding agencies are bound by laws and regulations that require them to ask for specific information even though it may seem to have little to do with funding your program. You also should be aware that at times reviewers may not even read the whole proposal, but rather have the responsibility of reviewing and scoring only one particular section. Thus, it is vital to include the information requested even if it seems redundant.

Press Release Guidelines

A press release is a brief summary of what you are doing written in news style. A sample press release is on page 50.

- Focus on what, where, when, why, and who. Keep in mind that what you are doing is generally more important than who you are. Because reporters get stacks of press releases, make sure yours makes the reporter's job easier by including the most important information in the first paragraph.
- Keep sentences and paragraphs short. Ideally, sentences should be no longer than 25 words. Remember to use active verbs and include quotes to add a human face to your pitch.
- Use double line spacing and type -30- at the bottom to signify the end of the release.
- Confine your information to one page, no more than one and a half pages at most.
- Double-check accuracy, especially of names, dates, times, place. Be sure you've included your organization's name, as well as contact information.

Sample Press Release

For Immediate Release

Contact: JoAnn Smith, chair
ABC Community Child Care Task Force Organizer
(123) 456-7890

Current Date:

WANTED: People Who Care About Child Care

Can't find child care for your six-month-old? Wish your kids had a place to go after school? Do you need someone to look after your children when they are getting over the flu?

If you answered yes to any of these questions, then you are all too aware of the gaps in ABC Community's present child care system. And, you're just the person that JoAnn Smith says her group needs. Smith is organizing ABC's Child Care Task Force. She and her colleagues are looking for volunteers to help research ABC's present and future child care needs, and develop workable solutions.

"We want to hear from parents, grandparents, child care providers, teachers, government officials, employers, youth and service organizations—anyone and everyone who has an interest in improving and expanding ABC's child care resources," says Smith.

The Task Force is holding an informational meeting for prospective volunteers on Monday, April 30 at 7 p.m. at ABC high school.

-30-

Illinois Department of Children & Family Services Licensing

The Illinois Department of Children and Family Services (IDCFS) is responsible for setting standards and licensing day care centers, homes, group homes, and day care agencies in Illinois. IDCFS day care licensing representatives can assist you with any questions you may have about state licensing standards and their impacts on the design and operation of your proposed child care program.

<http://www.state.il.us/dcf/>

State Office:

IDCFS Central Office of Licensing
406 E. Monroe, Station 60
Springfield, IL 62701-2688
(217) 785-2688

Regional Offices:

- (1) IDCFS - Cook
1921 S. Indiana, 9th Floor
Chicago, IL 60616
(312) 328-2464
- (2) IDCFS - Glen Ellyn
800 W. Roosevelt Rd.,
Bldg. D, Suite 10
Glen Ellyn, IL 60137
(630) 790-6800
- (3) IDCFS - Round Lake Beach
328 West Rollins Road
Round Lake Beach, IL 60073
(847) 546-0772

- (4) IDCFS - Woodstock
113 Newell Street
Woodstock, IL 60098
(815) 338-1068

- (5) IDCFS - Elgin
595 State Street
Elgin, IL 60123-7661
(847) 888-7620

- (6) IDCFS - Aurora
841 North Lake Street
Aurora, IL 60506-3152
(630) 844-8400

- (7) IDCFS - Joliet
1619 West Jefferson
Joliet, IL 60435
(815) 730-4000

- (8) IDCFS - Kankakee
505 South Schuyler
Kankakee, IL 60901
(815) 939-8140

- (9) IDCFS - DeKalb
760 N. Peace Road
P.O. Box 425
DeKalb, IL 60015
(815) 787-5300

- (10) IDCFS - Rockford
107 N. 3rd Street
Rockford, IL 61107
(815) 967-3721

- (11) IDCFS - Rock Island
500 42nd Street, Suite 5
Rock Island, IL 61201
(309) 794-3500

- (12) IDCFS - Peoria
5415 N. University Avenue
Peoria, IL 61614
(309) 693-5400



(13) IDCFS - Bloomington
401 Dinsmore Street
Bloomington, IL 61701
(309) 828-0022

(14) IDCFS - Savoy
1806 Woodfield
Savoy, IL 61874
(217) 278-5300

(15) IDCFS - Decatur
2900 N. Oakland Avenue
Decatur, IL 62526
(217) 875-6750

(16) IDCFS - Springfield
4500 S. 6th Street Road
Springfield, IL 62703
(217) 786-6830

(17) IDCFS - Jacksonville
46 N. Central Park Plaza
Jacksonville, IL. 62650
(217) 479-4800

(18) IDCFS - Quincy
508 Maine Street
Quincy, IL 62301
(217) 221-2525

(19) IDCFS - Fairview Heights
10251 Lincoln Trail, Suite 3
Fairview Heights, IL 62208
(618) 394-2100

(20) IDCFS - Belleville
12 N. 64th Street, Suite 1
Belleville, IL 62223
(618) 394-2153

(21) IDCFS - Salem
219 East Schwartz
Salem, IL 62881-2937
(618) 548-7300

(22) IDCFS - Marion
2309 W. Main St., Suite 108
Marion, IL 62959
(618) 993-7100

References

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Child Care: An Action Manual for Communities, Iowa State University Extension, Iowa State University, 1997.

“Day Care for Mildly Ill Children,” (*Illinois Administrative Code 77, Chapter 1, Section 250.2720, Subchapter B*), Illinois Department of Children and Family Services.

How to Start a Quality Child Care Business, U.S. Small Business Administration, 1992.

Licensing Standards for Day Care Homes (Illinois Administrative Code 406), Illinois Department of Children and Family Services.

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Projections of the Population, By Age and Sex, of States: 1995 to 2025, United States Bureau of the Census.

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“Rural Parents Struggle to Find Baby Sitters for their Infants,” Anne M. Glenzer, *Peoria Journal Star*, Feb. 28, 2000.

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